

The purpose of the work is to prove the importance of the Latin language as a language of terminology, the doctor's language and the language that is used in everyday life.

Materials and methods. There is an opinion that proves Latin is not a dead language. To realize the goal in the work, the following tasks were performed: 1) theoretical analysis of the literature; 2) the scope of the Latin language was defined; 3) the weight of the Latin language was studied in the modern literature. The results obtained show that Latin occupies an important invaluable value in all spheres of human activity.

Results and discussion. Latina continues to live not only in terms, but also in numerous idioms, aphorisms, proverbs. They can be found in the works of great scientists, writings, writers' speeches, and in the language of ordinary people. Almost any expression has a hidden meaning, makes you think, think. The use of Latin in different countries of the world is proved, the usage statistics are shown. Latin is very important in the profession of a doctor.

Conclusions. The Latin language lives and develops in accordance with the needs of our time - this is an indisputable fact of our time. Our work proves importance Latin. The practice of applying Latin as an international language of science, as well as the language of literary work, which continues the old humanistic tradition, characterizes the dynamics of this movement for living Latin. An important point is the availability of journals that publish their articles in Latin. Observations showed that Latin is popular among many European countries, for example in Germany, 12% of students study Latin. Many people from around the world are in favor of using Latin.

LEARNING RUSSIAN PHRASEOLOGICAL UNITS AT RUSSIAN LANGUAGE LESSONS

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Introduction. Learning phraseology is one of the most interesting but also difficult enough process in teaching Russian as foreign. It is also very important, so it's essential to learn phraseological units to get nice results in learning Russian language as foreign.

Aim. The aim of given article is to analyse main theoretical fields which are needed in teaching Russian phraseology to foreign students.

Results. Phraseology is unique language universal and difference between phraseological systems of two or more languages could be specified only after their comparative analysis.

The bulk of phraseological units which are used nowadays consists of Russia-specific fixed phrases, like: *бояться как огня, в чём мать родила, водой не разольёшь, в один голос, шщи ветра в поле* and oth. Borrowed phraseological units, calques and half-calques are vast smaller part of Russian phraseological system. Many of them came from English, Latin and especially French: *à vol d'oiseau* (с птичьего полёта); *le jeu n'en vaut pas la chandelle* (игра не стоит свеч); *tuer le temps* (убить время); *à la belle étoile* (под открытым небом); *avalier la pilule* (проглотить пилюлю); *brouiller les cartes* (смешивать карты); *carte blanche* (карт-бланш); *force majeure* (форс-мажор); *bon ton* (бонтон); *comme il faut* (комильфо); *à la fourchette*; *beau monde* (бомонд) and oth. Some phraseological units are used both in original language and in Russian, like *c'est la vie* (такова жизнь) and other.

Conclusions. In such a manner, systematically organised work on learning phraseology is efficient, because it deepen foreign students' knowledge about Russian language, enrich their speech and familiarize them with Russian traditions. It is necessary to start learning phraseological units from the very first steps of teaching Russian as foreign and then continue in future, because possession of learned language phraseology is a peak of possession of foreign language.